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ABSTRACT

The All Day Kindergarten (ADK) program was established in five schools within the Wichita (Kansas) Public School System during the 1988-89 school year. The goal was to establish a full-day balanced readiness program that would enhance skill building in the cognitive, social/emotional, and motor development areas. A formative evaluation was conducted during this first year of operation. The evaluation included classroom observation surveys of teachers and parents; comparison of students with students in control schools regarding scores on the Iowa Tests of Basic Skills (ITBS) and a motor skills test; and comparison of data on attendance, mobility, retention, and special education placement. Finally, a cost analysis was performed. Observations were conducted in 16 classrooms; and 5 principals, 13 teachers, and 34 parents were surveyed. Results indicate that: (1) teachers, administrators, and parents support the program; (2) ITBS scores were higher for ADK students than for controls; (3) motor skill testing and attendance and mobility data showed no significant differences across groups; and (4) retention rates were higher and there were fewer special education placements for ADK schools compared to controls. Although the program was very costly, it is recommended that it be continued and extended to other schools. Twelve tables and eight bar graphs are included. Questionnaires used in the study are appended. (TJH)

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ED317603

ALL DAY KINDERGARTEN

Evaluation Update

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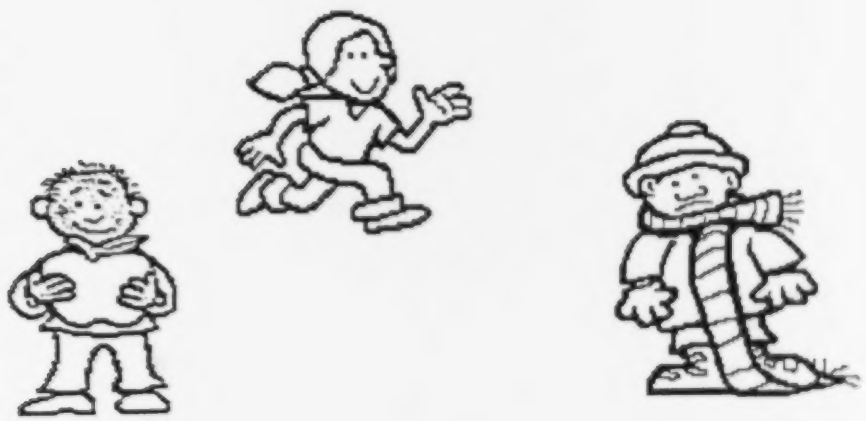

WICHITA PUBLIC SCHOOLS

Office of Program Evaluation

Carolyn S. May, Director

June, 1989

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EXECUTIVE SUMMARY

The All Day Kindergarten (ADK) program was established in five schools during the 1988-1989 school year. The goal was to establish a full-day balanced readiness program which would enhance skill building in the cognitive, social/emotional, and motor development areas.

A formative evaluation was conducted during this first year of operation. Results are summarized below.

- Teachers and administrators support the program.
- Parents support the program.
- All ITBS scores were higher for ADK than the comparison group. Word analysis and math subtests were significantly higher. In addition, the composite grade equivalent was significantly higher for average ADK.
- Results of motor skill testing showed no difference from the comparison group.
- Attendance and mobility data appeared to be similar to the comparison group; retention rates were higher in ADK; there were fewer special education placements from ADK.

Disadvantages:

- The program is very costly.

Recommendations:

1. Continue the ADK program in the present schools.
2. Expand to as many of the at risk schools as economically feasible.
3. Establish a parent involvement program in conjunction with ADK.
4. Consider establishing a half day prekindergarten in conjunction with ADK.
5. Consider lowering the class size in all ADK rooms.
6. Provide more inservice for teachers in:
   a. small group instructional techniques,
   b. providing more activities involving manipulatives,
   c. providing more experiential activities.
7. Identify means of evaluating learning which does not rely on paper and pencil achievement tests.

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ALL DAY KINDERGARTEN
1988-1989

Program Description

Five schools were selected to begin an all day kindergarten program (ADK) in fall, 1989. The program was designed to provide an expanded day allowing time for more participatory and experiential type learning experiences. Teachers were encouraged to use small group instructional techniques when appropriate and to stress language development in all activities.

School selection was based on educational need and space. The five schools were:

Arkansas Avenue
Cloud
Cessna
Funston
Washington

The goal and objectives of the program are stated below:

Goal:

To provide a full-day balanced readiness program for kindergarten pupils which will enhance skill building in the cognitive, social/emotional, and motor development areas.

Objectives:

1. To develop and/or expand readiness skills necessary for learning.
2. To increase language and listening skills.
3. To further develop fine and gross motor skills.
4. To develop and/or expand decision making skills.
5. To develop and/or expand critical thinking skills.
6. To develop and/or expand work habits and skills needed for learning.
7. To develop and/or expand the ability to work and socialize with peers.
8. To develop and/or expand the ability to work with adults.

National Research

The recent literature is generally supportive of all day every day kindergarten in relation to half day or all day, alternate day kindergarten. A review of the research was reported by Puleo (1988) with the following conclusions:

- Short term gains in basic skills are significantly greater in all day programs.
- The gains in the all day programs will not be significantly greater if class size in the half day program is lowered to 16 or below.
- The full day program benefits most the educationally disadvantaged student.
- Long term gains in basic skills are inconclusive.
- There is qualitative evidence of positive effects on social, emotional, and developmental factors.
- Teachers who have taught in an all day program are supportive.
- Parents who have had children in an all day program are supportive.

There have only been a few longitudinal studies on the effects of a full day program and these few are contradictory. An evaluation report by the New York City Public schools (Jarvis & Schulman, 1988) reported all gains had phased out by second and third grades. A study in progress by the Ohio Department of Education (Sheehan, Cryan, & Wiechel, 1989) reports preliminary results of gains holding up through the first grade.

Time alone does not make the difference in a successful extended day program. The difference appears to be time plus a 'quality' program. The National Association for the Education of Young Children (1984) stated seven critical components essential to a quality early childhood program.

These components are:

1) a developmentally appropriate curriculum,
2) supervisory support and inservice training for program staff,
3) low enrollment limits and adequate number of adults,
4) staff trained in early childhood development,
5) parents involved as partners with program staff,
6) sensitivity to the noneducational circumstances of the child and family, and
7) developmentally appropriate evaluation procedures.

Wichita Evaluation

Observations

Observations in the 16 classrooms were an integral part of the ADK evaluation. Each room was observed for an extended period of time at least once during each semester. The purpose of the observations was to note instructional and non-instructional activities, time on task, types of instruction (individualized, small group, large group), environment, and pupil behaviors. Following is a summary of findings.

- Children did not appear overly tired in the afternoons.
- Classroom experiences involved experiential tasks and use of manipulatives.
- There seemed to be more large group instruction then hoped for. More teachers were trying the center approach during the second semester.
- Teachers were able to 'seize the moment' i.e. they used happenings in the classroom for additional instructional input.
- There were many examples of critical thinking activities and decision making activities. Many of these appeared to be spur of the moment.
- Some teachers utilized experience charts for language development. Children enjoyed this time.
- The classroom environment varied, dependent in many ways on space and building conditions. Most had many examples of children's work on display.
- As always, the learning environment varied with the teacher. Many of the teachers were able to use the extended day as a means to expand the curriculum and give individualized help. A few teachers appeared to be simply 'filling the time.'

Surveys

RESEARCH QUESTION: What are the opinions of teachers and principals regarding the ADK program?

All teachers and principals were supportive of the program and wanted to see it continued.

Principal survey: (N = 5; 100% response)

100% thought program was very effective
100% wanted program continued

Advantages:

- More language enrichment
- Easier scheduling
- Consistency is great

Disadvantages:

- Lunchroom program

Other comments:

"I can't begin to say enough good things about ADK. I can't think of even one disadvantage."

Teacher survey: (N = 13; 81% response)

The teachers for the 16 ADK classrooms ranged from zero experience to 34 years of experience. Of those who had taught kindergarten previously:

70% thought children progressed more in readiness
100% thought children developed more socially
100% of all teachers thought program was effective; (92% thought it was very effective)
100% wanted program continued

Advantages:

- More exposure to variety of learning experiences
- More time for socialization
- Could relax and enjoy learning
- Time for language extenders
- Flexibility for teaming - moving students
- Time for manipulatives, centers, cooking experiences
- Feel more a part of school - time for involvement

- Hot lunch, transportation
- Children have more self control
- Quality time for kids who are struggling
- Time for individualized instruction

Disadvantages:

- Long day at beginning of year
- Children tire easily at beginning of year

Other comments:

- Would like to have art
- Hope expense will not be deciding factor
- Keep class size below 20

"I would have to admit I entered the program very apprehensively. Now that we are approaching the end of the year, I am sold on the program, and hope that we never have to go back to a half day program. The children are more ready socially and academically for first grade that I have ever seen."

RESEARCH QUESTION: What are the opinions of parents regarding the ADK program?

All parents who responded to the survey supported the program and recommend that it be continued.

Parent survey: (N = 34; 55% response)

A survey was sent to a 20% random selection of ADK parents. Of those who responded:

100% liked the program
100% recommended the program be continued

What did you like best?

- More time to learn
- Child learned more
- Less stress in learning
- Child does not come home at noon
- Helps working parents
- Time for teacher to give individual attention
- More relaxed, less rushed
- Child has a better adjustment to school
- More progress in language

- Best for overall growth
- More activities
- Makes child feel important

Problems:

- Was tiring in beginning
- Many responded there were no problems

Additional Comments:

- Should have been informed earlier
- Need full snacks morning and afternoon - child would function better
- Wish student/teacher ratio was smaller

"They have more time to learn, to be more in control, its the best thing that's happened in the school system in a long time. I love it."

"I would hate to see it go back to half a day, for children & parents. Thank you very much for making this a great year for my child."

Achievement Test Scores

RESEARCH QUESTION: How do ITBS scores of ADK pupils compare with ITBS scores of half day kindergarten pupils?

Listening	No difference
Word analysis	Difference in favor of ADK
Vocabulary	No difference
Language	No difference
Math	Difference in favor of ADK
Composite GE	Difference in favor of ADK

ADK = K.7
Half day = K.6

The spring, 1989, ITBS data were utilized to determine if there were statistical differences in scores of pupils who had been in ADK and pupils who had been in half day or all day, alternate day kindergarten. For each ADK school a control school was chosen matching on socio-economic characteristics, special programs, enrollment and previous test scores. The schools with their control school are listed on the next page.

ADK SCHOOL	CONTROL SCHOOL
Arkansas Ave.	Gardiner
Cloud.	*Anderson
Cessna.	Payne
Funston.	*Enterprise
Washington.	Caldwell

*all day alternate day

For each subtest a one way analysis of variance (ANOVA) was performed on the average raw scores. In addition, an ANOVA was calculated for the composite grade equivalent. Only scores for those who were in the program the entire year were included in these analyses. In addition to a total program analysis, school by school comparisons were also calculated using the t statistic. These comparisons are located in Appendix A.

In the total program analysis, the average raw score for each subtest was higher for ADK schools. For two of the subtests, the ADK score was significantly higher: Word Analysis, ($p = .000$); Math, ($p = .001$). The composite grade equivalent was also significantly different ($p = .013$). The average grade equivalent for ADK was K.7 while the average grade equivalent for the control schools was K.6.

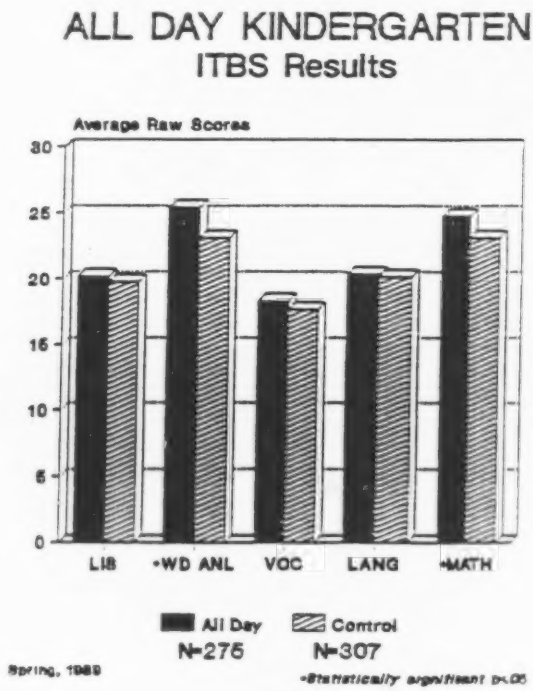

Figure 1. ADK ITBS subtest results compared with control schools.

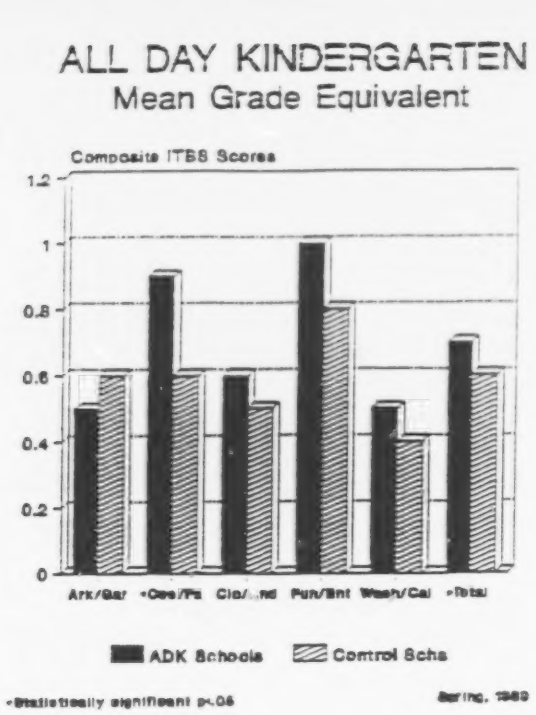

Figure 2. ADK mean (average) composite grade equivalents as compared with control schools. 0.2=K.2; 0.4=K.4; 0.6=K.6; 0.8=K.8.

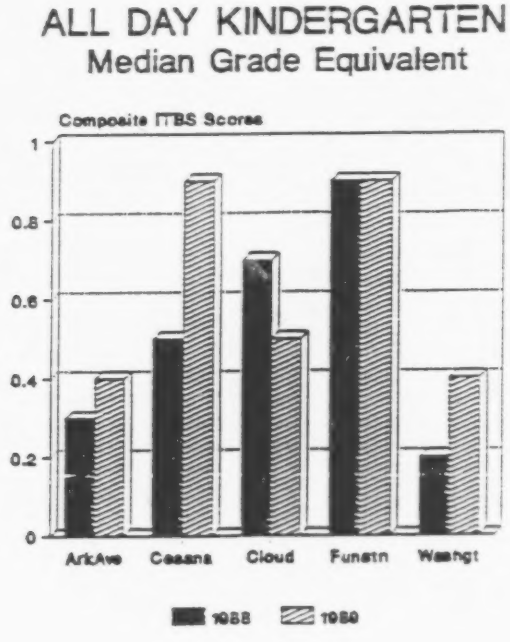

Figure 3. ADK 1989 median composite grade equivalents as compared with 1988 medians. 0.2=K.2; 0.4=K.4; 0.6=K.6; 0.8=K.8.

Some caveats which need to be considered when reviewing the test results are:

1) It is difficult to match schools when so many factors can make a difference in outcomes. There is no perfect match.

2) The test scoring process was beset with many problems, particularly in kindergarten. Schools reported inaccuracies; this office discovered problems when compiling the data.

3) There has been much discussion of late on the validity of test scores in the primary grades. Many experts believe that paper and pencil achievement tests may not accurately reflect learning which has taken place.

4) The full effect of any new program, especially in the primary grades, may not be realized for several years.

Motor Skill Tests

RESEARCH QUESTION: How do pupils in ADK compare in motor development with pupils who have been in half day kindergarten?

There were no differences in motor skill test scores for pupils who had been in ADK and half day kindergarten.

Arrangements were made for motor skill testing to be conducted with a ten percent random sample of pupils in ADK and pupils in the control schools. Dr. Frankie Summers, Assistant Professor, The Wichita State University, administered the tests, a shortened version of the "Summers Motor Performance Survey Record." A total of 63 pupils were tested, 34 from ADK, 29 from half day schools.

There were 15 items on the test measuring strength, balance, agility, body awareness, fine and gross motor skills. There were no statistically significant differences ($p<.05$) in the results of pupils who had been in ADK when compared to the control school pupils. The numbers actually tested in each group were very small and may not be reflective of actual skill levels in each group.

Other supporting data

RESEARCH QUESTION: What do data on attendance, mobility, retention, and special education placement show in regard to the ADK program?

	ADK		Half Day	
Attendance		92%		94%
Mobility	110	31%	105	34%
Number retained	28	8%	15	4%
Special Ed. placements	8	2%	12	3%

Attendance data: The average daily attendance expressed as a percent was 92.2% for the ADK schools as compared with 93.6% for the control schools. The district average was 93.7%.

Source: Average Daily Attendance and Membership Report
Data Processing Services

Retention data: There were 28 (8.3%) retentions of kindergarten pupils in ADK as compared to 15 (4.1%) in the half day control schools. These numbers include those placed in transitional (T-1) rooms.

ADK SCHOOL	NUMBER	CONTROL SCHOOL	NUMBER
Arkansas Ave.	14 (T1)	Gardiner	2
Cloud	3	Anderson	0
Cessna	6	Payne	8 (T1)
Funston	1	Enterprise	3
Washington	4	Caldwell	2

Source: School principals

Mobility data: For the ADK schools there were a total of 43 enters and 67 exits - 31% mobility. For the control schools there were a total of 47 enters and 58 exits - 34% mobility.

Source: Student data base

Special education placement: There were more total program placements for special education in the half day control schools. When one considers only the Behavioral Disorders, Developmentally Disabilities Kindergarten, and Learning Disabilities programs, the numbers are even more significant. There were five placements from ADK and nine from the control schools.

The number of special education placements by program were as follows:

	ADK	CONTROL
Behavioral Disorders	1	1
Developmental Disabilities Kindergarten	4	6
Learning Disabilities	-	2
Educable Mentally Handicapped	3	-
Gifted	-	1

Source: Special Education

Cost Analysis

RESEARCH QUESTION: What are the cost factors associated with the ADK program?

$14,750 per classroom
670 per pupil

The biggest expense in an extended day program is teacher salary for additional time. For the 1988-1989 school year, the average teaching salary plus fringe benefits was $29,000. One half of this, $14,500 was additional monies that were needed for one classroom of ADK.

There were seven additional classrooms needed for the ADK program. For these additional rooms, $3750 was budgeted for supplies. If this money were prorated over all classrooms the figure would be $250 per classroom. All furniture came from existing inventory.

Given the $14,500 figure for teacher salary and $250 figure for supplies, the apparent cost for ADK was approximately $14,750 per classroom. Using an average of 22 pupils per class, the per pupil cost was approximately $670.

These figures do not in any way take into account the cost of utilities and maintenance of a classroom as this type of information is unavailable at the present time. The figures also do not include expenses for teacher inservice or a recommended parent involvement program. If additional classrooms are added in the future, there will be an expense for furniture.

Discussion / Conclusions

In educational history kindergarten began as a full day. In the 1950's a space and money crunch caused most school districts to favor half days. This worked well with the then current premise that most kindergarten age pupils were not mature enough to handle a full day program.

In recent years several developments occurred which caused many school districts to once again consider an all day kindergarten program. The effective schools movement was stressing more time for teaching the basics and more individualized instruction. Recommendations for educating disadvantaged children included a focus on early childhood programs. Women were entering the work force in large numbers and requesting all day programs.

In Wichita, the major purpose of extending the kindergarten day in these five schools was to provide educationally disadvantaged children the extra boost needed to be successful in school. In addition, it was hoped that the program would help reduce the number of children at risk of dropping out of school.

It will be many years before these outcomes can be evaluated. At the present time, one can only look at the data available and make cursory judgements.

It appears that ADK is on the right track. Teachers and administrators wholeheartedly support the program. This support came even though in the beginning many of the staff did not want the program and expressed that such a program would be detrimental to the children. Parents support the program.

The ITBS data show that the ADK children are performing as well as pupils in half day in some areas and significantly better in word analysis, math, and on the composite grade equivalent. It is my belief that there is learning taking place which cannot be measured by these tests. It is also my belief that as the teachers become more adept with experiential and small group instructional techniques, there will be even more differences in learning outcomes.

The teacher variable is an important aspect of this program. Program observations by the evaluator are admittedly subjective. It was noted, however, in these observations, that some teaching staff appeared to be more committed to the program and willing to utilize the demanding instructional techniques so important to the ADK program. Schools with the seeminly more committed staff made higher gains on the ITBS tests than schools where teachers were not as capable.

Principals are aware of the need for a committed and able teaching staff. In a few instances teachers were not recommended for further employment. This type of staff

evaluation needs to be continued. Screening of potential ADK teachers is of upmost importance.

There were more retentions in ADK schools than the control schools. This needs to be investigated as research does not support retention as a means for helping educationally disadvantaged children.

A full day kindergarten is a major expense for the school district. However, the data gathered in this one year evaluation show nothing but promise for the ADK program. If the program helps children be successful in school, the expense should be a minor consideration. More longitudinal data are needed for further evaluation.

Recommendations

1. Continue the ADK program in the present schools.
2. Expand to as many of the at risk schools as economically feasible.
3. Establish a parent involvement program in conjunction with ADK.
4. Consider establishing a half day prekindergarten in conjunction with ADK.
5. Consider lowering the class size in all ADK rooms.
6. Provide more inservice for teachers in:
   a. small group instruction,
   b. providing more activities involving manipulatives,
   c. providing more experiential activities.
7. Identify means of evaluating learning which does not rely on paper and pencil achievement tests.

Reference List

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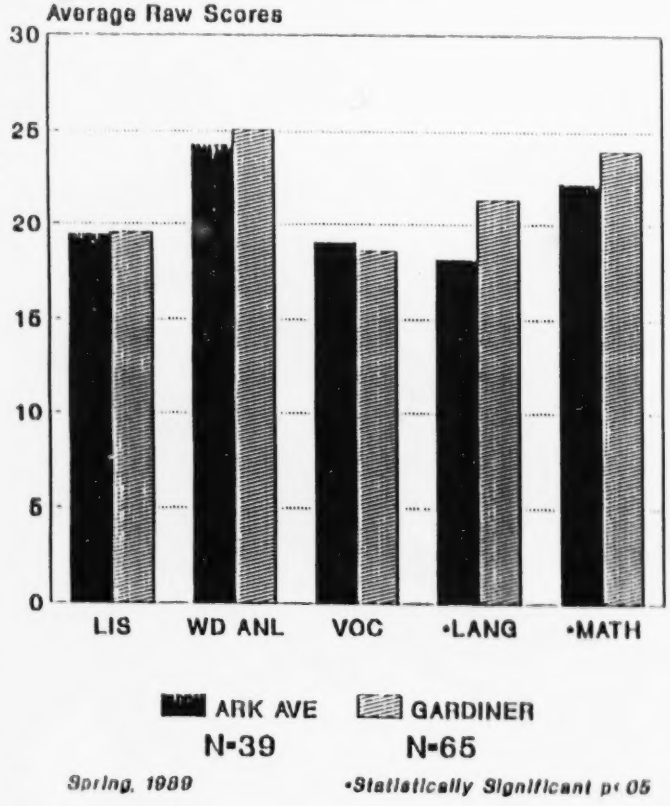
Puleo, V. T. (1988, March). A review and critique of research on full-day kindergarten. The Elementary School Journal, pp. 427-439.

Sheehan, R., Cryan, J. R., & Wiechel, J. (1989, April). Factors contributing to success in elementary schools: results of a longitudinal study in progress. Paper presented at the 1989 annual meeting of the American Educational Research Association, San Francisco, CA.

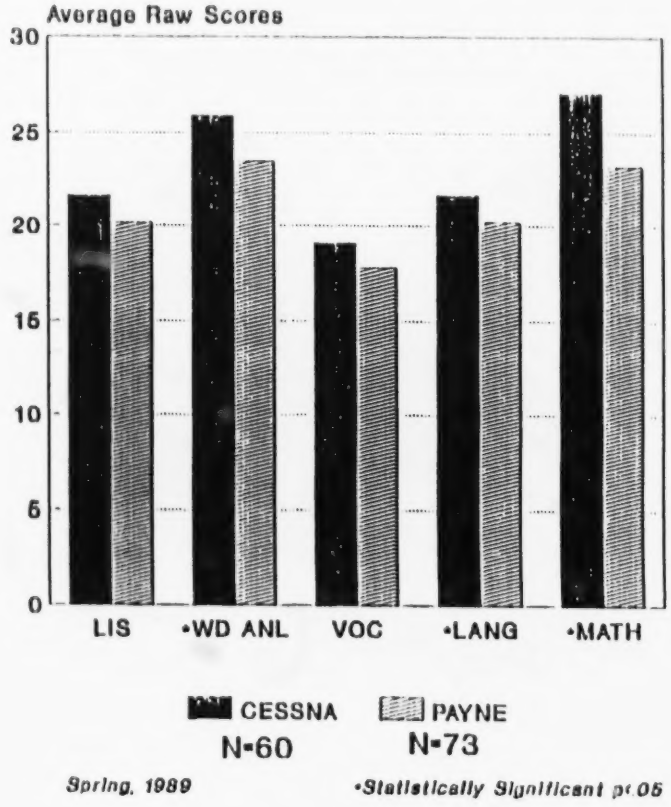
Appendix A

ITBS Results of ADK / Control School

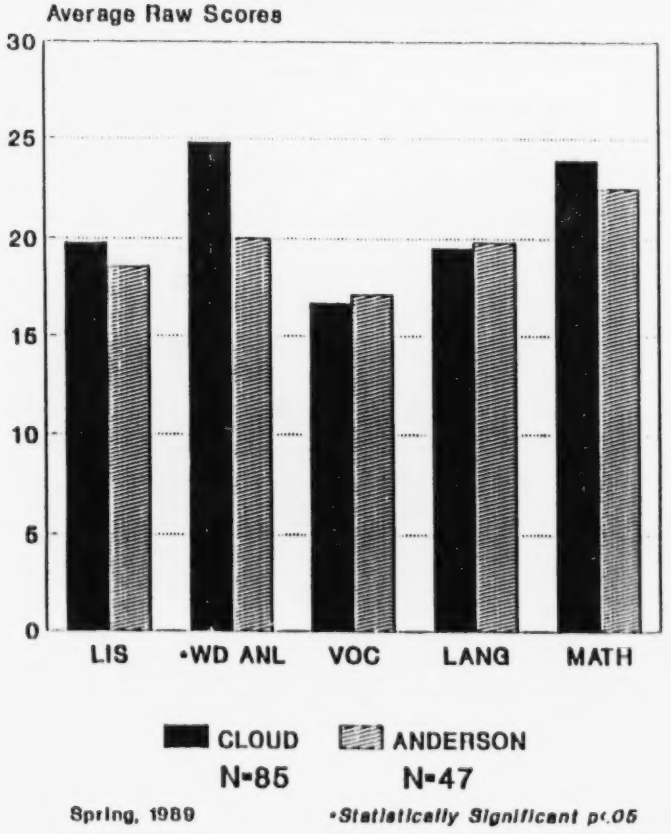
ITBS RESULTS
Arkansas Avenue / Gardiner



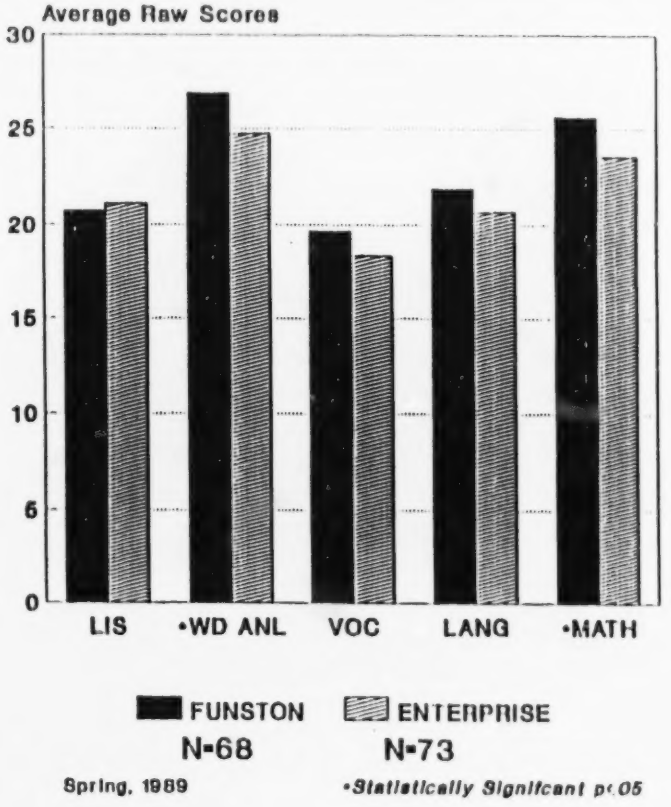
ITBS RESULTS
Cessna / Payne



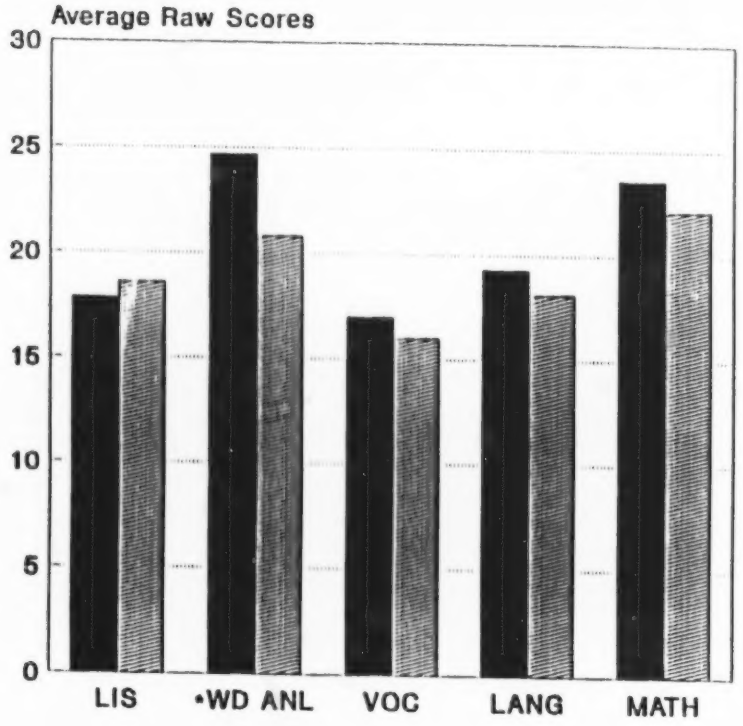
ITBS RESULTS
Cloud / Anderson



ITBS RESULTS
Funston / Enterprise



ITBS SCORES
Washington / Caldwell



N=23

N=49

Spring, 1989

*Statistically Significant p<.05

Appendix B

Summary Table
One-Way Between - Subjects ANOVA

LISTENING SUBTEST

Analysis of Variance

SOURSE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
TYPE	28.743	1	28.743	1.206	0.273
ERROR	13704.259	575	23.833		

WORD ANALYSIS SUBTEST

Analysis of Variance

SOURSE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
TYPE	768.185	1	768.185	19.208	0.000
ERROR	22955.704	574	39.993		

VOCABULARY SUBTEST

Analysis of Variance

SOURSE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
TYPE	54.959	1	54.959	2.934	0.087
ERROR	10658.025	569	18.731		

LANGUAGE SUBTEST

Analysis of Variance

SOURSE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
TYPE	5.918	1	5.918	0.263	0.608
ERROR	12754.131	567	22.494		

MATH SUBTEST

Analysis of Variance

SOURSE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
TYPE	360.468	1	360.468	11.947	0.001
ERROR	16836.325	558	30.173		

COMPOSITE GRADE EQUIVALENT

Analysis of Variance

SOURSE	SUM-OF-SQUARES	DF	MEAN-SQUARE	F-RATIO	P
TYPE	226.345	1	226.345	6.277	0.013
ERROR	19508.992	541	36.061		

Appendix C

Principal, Teacher, and Parent Surveys

ALL DAY KINDERGARTEN
PRINCIPAL QUESTIONNAIRE

April 14, 1989 School _____

Dear Principal:

This packet contains questionnaires for the teachers of All Day Kindergarten. Please distribute them and see that they are returned to my office by May 1. In additional am asking you to answer a few questions for return also. Your input and the input of the teachers is a very important part of the evaluation process for ADK.

Carolyn S. May Director
Program Evaluation

1. How would you rate the overall effectiveness of the all day kindergarten program? (Please check one)

_____ Very effective
_____ Effective
_____ Ineffective
_____ Very ineffective

2. What kind of feedback have you had from parents about the all day kindergarten? (Please check one)

_____ Very positive
_____ Positive
_____ Somewhat negative
_____ Very negative
_____ No feedback

3. What kind of feedback have you had from teachers about the all day kindergarten? (Please check one)

_____ Very positive
_____ Positive
_____ Somewhat negative
_____ Very negative
_____ No feedback

4. Please state any advantages and/or disadvantages to the program from the administrators viewpoint.

5. Would you like to see All Day Kindergarten continued in your school? (Please circle one).

YES NO

Please use this space to add any comments you feel should be noted concerning all day kindergarten. Your comments are extremely beneficial in the overall evaluation of the project. Thank you for your time.

RETURN BY MAY 1
CAROLYN MAY
ADMINISTRATIVE CENTER

ALL DAY KINDERGARTEN
TEACHER QUESTIONNAIRE

April 14, 1989 School

Dear Kindergarten Teacher:

The time has come to get your comments for the evaluation of all day kindergarten. As the professional most closely associated with the all day program it is extrememely important to have your input. Please take a few moments of your time and fill out the following questionnaire.

Carolyn S. May

Carolyn S. May Director
Program Evaluation

1. How many years of teaching experience do you have? (Include this year) _____

IF MORE THAN ONE YEAR, PLEASE ANSWER THE FOLLOWING TWO ITEMS, OTHERWISE SKIP TO QUESTION #2.

A. How do you think the progress in academic readiness of MOST of your pupils compared to readiness progress of pupils in previous years? (Please check one)

_____ Better than in previous years
_____ About the same
_____ Not as well

B. How do you think the socialization process of MOST of your pupils compared to the socialization of pupils in previous years? (Please check one)

_____ Better than in previous years
_____ About the same
_____ Not as well

2. How would you rate the overall effectiveness of the all day kindergarten program? (Please check one)

_____ Very effective
_____ Effective
_____ Ineffective
_____ Very ineffective

3. Please state some specific advantages and disadvantages to the all day kindergarten from your viewpoint as the teacher.

4. What kind of feedback have you had from parents about the all day program? (Please check one)

_____ Very positive
_____ Positive
_____ Somewhat negative
_____ Very negative
_____ No feedback

5. Would you like to see all day kindergarten continued in your school? (Please circle one)

YES NO

Please use this space to add any comments you feel should be noted concerning all day kindergarten. Your comments are extremely beneficial in the overall evaluation of the project. Thank you for your time.

RETURN BY MAY 1
CAROLYN MAY
ADMINISTRATIVE CENTER

WICHITA
PUBLIC SCHOOLS
833-4195

...e of Director

Program Evaluation

April 14, 1989

School_____

Dear Parent:

On the back of this letter is a survey concerning all day kindergarten. Your school was one of a few schools that had an all day kindergarten schedule. It is important to know how you as a parent feel about the all day schedule for kindergarten.

Please take a few moments of your time to answer the questions of the back of this letter. A stamped envelope is provided for you to return the survey.

Thank you for your help.

Sincerely,

Carolyn S. May, Director
Program Evaluation

eem

PARENT QUESTIONNAIRE
ALL DAY KINDERGARTEN

1. In general, how do you feel about having your child in all day kindergarten? (Please check one)

____ I like it very much
____ I like it
____ I dislike it
____ I dislike it very much

2. If you have older children, please answer this question. If not, skip to question 3.

How do you think your child's progress this year compares to the progress of your other children when they were in kindergarten? (Please check one)

____ Is doing better
____ Is doing about the same
____ Is not doing as well

3. Please tell me in your own words what you like best about having your child in all day kindergarten.

4. Please tell me in your own words any problems with having your child in all day kindergarten.

5. I hope our school will continue to have all day kindergarten. (Please circle one)

YES NO

Use this space to write any additional comments concerning all day kindergarten.

PLEASE RETURN BY MAY 1

WICHITA
PUBLIC SCHOOLS
833-4195

e of Director

Program Evaluation

Abril 14 de 1989

Escuela_____

Estimados Padres:

Al reverso de esta carta hay una encuesta de tener el Programa de Kindergarten todo el día. Su escuela es una de las pocas escuelas que tiene el Programa de Kindergarten todo el día. Es importante saber que piensa usted como padre acerca del Programa de Kindergarten todo el día.

Por favor tome unos momentos de su tiempo y conteste las preguntas que estan por detrás de esta carta. Se les manda un sobre estampillado para que devuelva la encuesta.

Gracias por su ayuda.

Sinceramente,

Carolyn S. May

Carolyn S. May, Directora
Evaluacion de Programas

:nistrative Center • 217 North Water • Wichita, Kansas 67202

CUESTIONARIO PARA LOS PADRES
KINDERGARTEN DE TODO EL DIA

1. En general, qué piensa acerca de tener a su niño(a) en un Kinderganten de todo el dia? (Por favor marque una)

   _____ Me gusta mucho
   _____ Me gusta
   _____ Me disgusta
   _____ Me disgusta Mucho

2. Si tiene niños mayores, por favor conteste esta pregunta. Si no, siga con la pregunta 3.

   Qué piensa del progreso de su niño(a) de este año comparado con el progreso de sus otros niños cuando estuvieron en Kinder?

   _____ Esta haciendo mejor
   _____ Esta haciendo más o menos lo mismo
   _____ No esta haciendo mejor

3. Por favor dígame en sus propias palabras lo que le gusta más de tener a su niño(a) en Kinder de todo el día.

4. Por favor dígame en sus propias palabras cualquier problema de tener a su niño(a) en Kinder todo el día.

5. Espero que nuestra escuela continue con Kindergarten de todo el dia (Por favor marque uno)

   SI NO

Use este espacio para escribir cualquier comentario adicional concerniente al Programa de Kindergarten todo el dia.

POR FAVOR DEVUELVALO PARA EL 1 DE MAYO

Appendix D

Class Size

Class Size

The ADK program originally started with 15 classrooms in five schools. After the beginning of the school year, an additional classroom was added in Cessna, making the total 16 rooms.

ADK average class size = 21
Control schools average class size = 18

SCHOOL	CLASS SIZE
Arkansas Avenue	25
	24
Cessna	20
	10
	20
	19
Cloud	26
	25
	26
	22
Funston	22
	20
	18
	19
Washington	25
	23

Source: Class Lists, April, 1989
Data Processing Center

Appendix E

Special Programs
in each ADK School

Special Program in each ADK School

Arkansas Avenue	Writing to Read Language Enrichment (LARK) Parent Participation Program Chapter 1 Prekindergarten
Cessna	Chapter 1
Cloud	Chapter 1
Funston	Writing To Read Parent Participation Program Chapter 1
Washington	Writing to Read Chapter 1 BIL/ESL Prekindergarten